REPORT OF THE MINISTER OF EDUCATION 1982-83

The Honourable John B. Aird,
O.C., Q.C., L.L.D.
Lieutenant-Governor of Ontario

Sir:

It is my privilege to present, for the information of Your Honour and of the Legislative Assembly, the annual report of the Ministry of Education for the fiscal year beginning April 1, 1982, and ending March 31, 1983.

It is the goal of the Ministry of Education to provide equal educational opportunity for all the students in Ontario's elementary and secondary schools. To attain this goal, the ministry involves itself in every aspect of elementary and secondary education. The ministry works in close co-operation with the publicly elected school boards of the province in an attempt to ensure that a full range of programs is provided by every school board.

Detailed statistical data on education in Ontario are provided in the publication *Education Statistics, Ontario, 1982*.

Respectfully submitted,

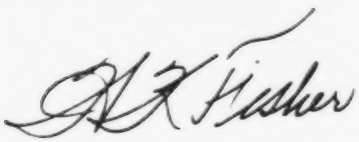
Bette Stephenson, M.D.
Minister of Education

The Honourable
Bette Stephenson, M.D.
Minister of Education

Dr. Stephenson:

I have the honour to submit for your approval the Annual Report of the Minister of Education for the 1982-83 fiscal year. The report contains detailed information about the many programs and activities undertaken by the ministry during the period.

Respectfully submitted,



Dr. Harry K. Fisher
Deputy Minister

CONTENTS

Programs
French as a Second Language
Values Education
Arts in Education
Multiculturalism and Race Relations
Native Education
Drug Education
Senior and Continuing Education
New Curriculum Documents in Preparation
Continuing Education
Co-operative Education
Guidance Publications, Services, and Programs
The Linkage Program
Computers in Education

Special Education
Provincial Schools
Correspondence Education
Demonstration Schools
Schools for the Blind
Schools for the Deaf
Developmental Centres Schools
Training Schools
Regional Schools for Nursing Assistants
Franco-Ontarian Education
Research

Management Information Systems
Communication Services

Learning Materials Development Plan and French-Language Fund
Circular 14
Book Purchase Plan
Student Exchanges and Educational Trips
Educator Exchanges
Ontario Student Leadership Centre
Ontario Young Travellers
Project Canada
Ontario-Quebec Class Twinning Program
Summer-Employment Programs for Students
Official-Language Monitors Program
Canadian Studies Seminars for Educators From Western Europe
Seminars in Europe for Ontario Educators
Interchange on Canadian Studies
Education Week
Bicentennial Project

Regional Services Secretariat
Regional Offices

Ministry of Education Advisory Council on Special Education

The Languages of Instruction Commission of Ontario
The Provincial Schools Authority
Ontario Educational Services Corporation

Guidelines
Support Documents
Others

INTRODUCTION

The past year has been one of significant achievement for the Ministry of Education. Three major undertakings will greatly improve the quality of education for Ontario students and move us a step closer to the ministry's goal of equal educational opportunity for all those who are attending our elementary and secondary schools.

Through the renewal of the province's secondary education system, which was announced in November, the quality of education in our secondary schools will be improved. Within the revised system students will proceed towards a single graduation diploma, which they will receive on the completion of thirty credits. The diploma requirements will include a specified number of mandatory courses which will give students a solid foundation and encourage the discipline of learning and language proficiency.

The revision of curriculum guidelines for all areas of the new program has been started. A major focus of the new general- and basic-level courses will be to prepare students for the world of work, while the advanced-level courses will concentrate on preparing students to continue on to successful post-secondary studies.

Today's students live in a world of high technology. To prepare them to enter this world, the government has launched a $15 million program to provide Ontario's schools with both a first-class microcomputer and Canadian-made educational software to accompany it. The government will purchase $10 million worth of these microcomputers and has allocated $5 million for the development of compatible software.

This initiative will ensure that our schools will be provided with high-quality software that will be consistent with the curriculum guidelines of the Ministry of Education. Quality educational software, authored and produced in Ontario, is essential if our students are to derive the maximum benefit from emerging technologies.

The government's proposal to provide every child in the province with the right to an education in English or French is a great stride towards achieving the goal of equal educational opportunity for all our students.

Because of these and other initiatives undertaken by this ministry, a solid foundation has been laid for the development of public education for the remainder of this decade and well into the nineties.

CURRICULUM

P

Under the programs of the Elementary Education Branch eleven curriculum documents were brought to completion in the 1982-83 fiscal year. The three English-language support documents include *Days to Celebrate* (Kindergarten to Grade 13), *Black Studies* (Intermediate Division), and *Science in the Primary and Junior Divisions*.

Science in the Primary and Junior Divisions was developed for the Ministry of Education by the University of Western Ontario; the French-language document, a version of the English-language document, is being developed by the University of Ottawa. These documents summarize some of the current knowledge about science education in the early years and provide teachers with ideas, examples, and suggestions for classroom activities and for discussion and reflection on current curriculum practice and teaching methodologies.

Four of the eight French-language documents completed were in support of the energy-education program. Four others were produced to give teachers practical suggestions for developing local curriculum; they include *Musique: Chants et jeux, L'epanouissement de tous par la musique, L'orthographe, technique de communication*, and *Etude de la communaute locale*. In addition, a guideline entitled *Les autochtones du Canada, cycle superieur* is nearing completion. This guideline permits the development of credit courses in Native studies. (Curriculum guidelines are the basis from which local programs must be developed.)

The ministry has successfully carried out its commitment to provide a variety of resources to assist teachers in developing curriculum for their classrooms. With the completion of the thirteen documents currently underway, the ministry will have produced sixty-five English- and French-language support documents since *The Formative Years* was released in 1975.

F

Since 1977 when new initiatives in FSL were announced, Ontario elementary school FSL programs have increased in depth and variety. Between 1977 and 1982 the number of school boards offering core French starting in Grade 4 or earlier increased from 71 to 105. The number of boards offering immersion French increased from 28 to 51, while those offering extended French remained at 10. Eighty per cent of all school boards now begin core French by Grade 4; 39 per cent offer immersion French.

Two significant steps have been taken to encourage secondary school programs to build on the foundation laid by the elementary FSL programs. One credit in FSL has been made compulsory for the new Ontario Secondary School Diploma, and start-up funds have been made available in the general legislative grants to encourage the continuance of immersion French and extended French programs at the secondary school level. As well, a new information booklet for parents, educators, and the public, *Teaching and Learning French as a Second Language in the 1980s: Ontario's FSL Programs*, is being prepared.

Circular P1J1: The Formative Years asserts that the early years of schooling should contribute to the development of the child's personal value system. Part of this process involves making the child aware of the values that Canadians regard as essential to the well-being of society. To assist teachers in implementing the values aims identified in *The Formative Years*, a resource guide entitled *Personal and Societal Values* has been developed by the Elementary Education Branch.

Personal and Societal Values was validated through a three-year, province-wide process of public consultation. It emphasizes that the home has the primary responsibility for values education and recognizes the fact that values permeate the entire school curriculum. The document also stresses the importance of basing the school environment on principles that maximize respect, justice, and caring. In addition, it assists teachers to help children reflect carefully on the values and issues found in many curriculum areas.

Drama in the Formative Years, a document that provides curriculum ideas for teachers of the Primary and Junior Divisions, has been written in both English and French. To assist regional offices and school boards in implementing the ideas presented in this document, the ministry has produced a slide and audiotape program. This unique production, entitled "Stirring Up the Ground: Children and Drama", explores the role of drama in the curriculum and its applications to children in both the Primary and the Junior Division.

A discussion paper on the place of the arts in education has also been prepared. This discussion paper addresses the importance of the arts in a well-balanced curriculum. It is designed to serve as a planning paper that enlists co-operation from a broad section of the education community in order to increase the accessibility to students of quality arts programs.

In addition to these supportive activities to the arts in education, the Elementary Education Branch has financially supported sixteen local projects for the professional development of teachers throughout the province. One of the largest of these was a two-day regional conference in Thunder Bay. The conference brought together teachers, parents, and artists from the community.

The Heritage Languages Program for elementary school pupils continued to expand. The numbers of languages and pupils have increased steadily and have now reached a total of 49 languages and 81 993 pupils.

A race-relations package was prepared and distributed to schools. This included posters of the Government Policy Statement on Race Relations in sufficient quantities to permit their display in classrooms throughout the province, as well as an accompanying letter from the minister explaining the significance of the printed poster in achieving harmonious relations within Ontario's multicultural community.

A resource guide entitled *Black Studies* was completed during the year and distributed to schools. It provides an insight into the contribution of Black people to Ontario society and culture, particularly in relation to the overall history of the province.

N

The first provincial review on Native education was conducted this year. It was designed to ascertain the effects that ministry initiatives and policies have had on Native education. The review also sought data on how school boards were meeting the needs of those students for whom tuition is paid by the Department of Indian and Northern Affairs.

With the release of the Senior Division guideline *People of Native Ancestry, 1981*, curricular materials in the People of Native Ancestry series are now available for all divisions. An implementation program for the utilization of these materials and the supplementary kit "Touch a Child" continued this year.

The Ministry of Education co-sponsored the Native Counsellor's Training Program with the Department of Indian and Northern Affairs. The summer session of 1982 marked the sixth year of the program's operation. It was designed to provide an integrated and developmental series of courses in the essential skills, knowledge, and experiences required to counsel Native students in elementary and secondary schools. Fifty-three Native people have now received the Native Counsellor's Certificate.

D

A priority of the ministry in 1982-83 was to provide drug-education information to the schools. During the year the ministry co-operated with the Addiction Research Foundation, the Ministry of Transportation and Communications, and the Ontario Association of Chiefs of Police in providing drug-education resource materials to schools. As well, a series of articles in *Education Ontario* was begun in September 1982 to communicate information on exemplary programs and resources to school boards and the public.

C

The Renewal of Secondary Education

Ontario will move to a strengthened, single-diploma secondary school system during the next seven years. As outlined in *The Renewal of Secondary Education* (ROSE), which was developed in response to the Secondary Education Review Project, thirty credits will be required for the new Ontario Secondary School Diploma. The number of compulsory credits will increase to sixteen from the nine now required. Of the sixteen compulsory credits five will be in English, two in mathematics, two in science, and one each in French, geography, history, social sciences, physical and health education, the arts, and business or technological studies.

The current Grade 13 courses, which are based on guidelines, will, in time, be replaced by Ontario Academic Courses (OACs). These courses will be consistent across the province, with approximately 80 per cent of their content prescribed. OACs are being designed by curriculum committees with the participation of the Ontario Teachers' Federation. The development process is thus relying very heavily on the expertise of secondary school educators. The universities are also involved in monitoring the design of the OACs and will be very significantly involved in validating them.

In the next few years the ministry's curriculum guidelines will be modified to provide clear directions for the development of general- and basic-level as well as advanced-level programs. The new programs, which could be available by June 1986, will be described in a new document entitled *Ontario Schools, Intermediate and Senior Divisions* (OSIS). OSIS is scheduled to replace *Circular H.S.1* in September 1984.

Curriculum renewal activities are now underway in the following areas:

Anglais/English. A curriculum guideline is being developed.

Business studies. The Senior and Continuing Education Branch is proceeding with an all-inclusive guideline in business studies to replace the several guidelines that exist at present. An advisory committee, consisting of business educators and representatives from business, have been meeting since January 1983.

Computer studies. The computer studies draft guideline has been approved and has been available to educators since June 1983.

Family studies. Plans are underway for the renewal of the Intermediate and Senior Division guidelines in family studies.

Français. One of this year's provincial reviews is concerned with the Intermediate Division français guideline (1977). The findings of this review should be of assistance in the development of a new guideline for courses in français for Grades 7 to 12 and for the new Ontario Academic Courses (OACs).

History/social sciences. The program in history for Grades 7 to 10 was recently reviewed in preparation for its renewal. As a result of the recommendations of the ROSE report, OACs in history and several of the social sciences, as well as a new Senior Division social sciences guideline, are planned.

Mathematics. The preparation of the Intermediate and Senior Division mathematics guideline is nearing completion.

Modern languages. A new modern languages guideline is being developed. It will provide direction for teaching German, Italian, and Spanish and will also outline general principles for teaching and learning other European, Oriental, and Native languages that until now have been offered only as experimental courses.

Music. A music guideline is being produced for the Intermediate and Senior Divisions and will include outlines for OACs. In addition to being part of the ministry's guideline-renewal project, the music guideline is being developed in response to the issues raised by the Provincial Music Review of 1978-79. Specific guidance and suggestions will be given for such activities as performing, listening, and exploring sound in order to provide a wide variety of musical experiences for all students.

Science. A team of educators is engaged in revising all the science courses from Grades 7 to 13 inclusive, including environmental science and geology.

Technological studies. Project committees are developing OAC guidelines in computer technology, analog and digital electronics, and fluid-power control. These three guidelines will form part of a new technological studies document for the Intermediate and Senior Divisions that is being prepared to reflect the new directions outlined in the ROSE report.

Visual arts. The writing of a new visual arts curriculum guideline for Grades 7-12 and for OACs has been in progress since September 1982. A project team was established for the development of the new Intermediate and Senior Division guideline. As well, a teachers' advisory group was established to react to the project work and to provide advisory perspectives. Work on the development of draft materials for the new guideline has been undertaken in the context of the ROSE report.

N

Schools General. This new circular is to be the foundation document for curriculum in the publicly supported elementary and secondary schools in Ontario. Its purpose is to identify and clarify general curriculum policy and practice that is consistent with the principles underlying education; as such, it will be the basis for planning curriculum. The document will also be helpful to those who may wish to deepen and clarify their understanding of education in Ontario's schools.

Ontario Schools, Intermediate and Senior Divisions. This document is the successor to *Circular H.S.1, 1979-81*. It is expected to be in the schools in September 1983 for implementation beginning in September 1984. This circular describes the program requirements for the new Ontario Secondary School Diploma.

Partners in Action: The Library Resource Centre in the School Curriculum/Intégration et coopération : Le centre de ressources intégré à l'apprentissage. This recently released resource guide focuses on the development of resource-based programs, which are defined as planned educational programs that actively involve students in the meaningful use of a wide range of print, non-print, and human resources. The development of effective resource-based programs requires the participation of the principal, teachers, teacher-librarian, and the board's consultative and support staff. This document outlines the role that each of these partners is expected to play in the provision of resource-based programs.

C

In March 1983, the ministry released its first statement on continuing education in conjunction with the Ministry of Colleges and Universities. This statement is the product of a three-and-a-half-year policy consultation that involved the general public and educators in the schools, colleges, and universities. It is intended to be the first in a series of documents relating to continuing education that the two ministries will advance. The main priorities of the policy are adult basic literacy in the schools and the availability of part-time credit courses in all sectors. The statement consists of goals, definitions, and objectives for continuing education. One objective that will be pursued immediately is the formation of a Minister's Advisory Council on Continuing Education.

Co-operative education programs integrate classroom theory with on-the-job experiences in a single course. Co-operative education employs a variety of methods that take full advantage of educational resources in the community as an integral part of the course. Such courses offer students an opportunity to develop a range of employment skills that are needed in social service activities, in business, and in industry.

Students at all academic achievement levels can benefit from co-operative education programs. A number of school boards operate summer courses with a co-operative education component as well as adult re-entry programs. Although the traditional areas for co-operative education have been business education, community programs, and technological education, co-operative education courses in French, English, theatre arts, science, mathematics, and geography are expanding rapidly.

Co-operative education provides students with an excellent opportunity for career exploration. Through it, they may find that they like their intended fields of work or, alternatively, that their talents or interests are not suited to such work. In this way the program will have been helpful in saving them from committing themselves to work that would later prove unsatisfactory.

Although the acquiring of knowledge and experience in specific fields is the ostensible basis of the program, the benefits also extend into the areas of such life skills as interpersonal relations and self-discipline. As students encounter and cope with the contrasting expectations of the school and the workplace, they begin to mature and to develop a better conception of themselves. This in turn will help them to make the right decisions about their future vocations and lifestyles.

As they experience the variety of equipment and expertise available in the workplace, students begin to see the community as a laboratory in which experimentation, exploration, and learning may constantly take place. At the same time they are working closely with adults who are able and willing to share their knowledge, skills, and experience. This helps students to overcome the barrier to understanding the outside world that has tended to exist in the past and to destroy much of the so-called generation gap. In this way students are provided with an opportunity to make a smooth transition from school to the world of work.

The full potential of co-operative education, with its broad range of topics and flexibility of structure, is just beginning to be widely understood, and the program is receiving the enthusiastic support of students, parents, employers, and educators. The number of student participants in the co-operative education program this year, as indicated in the principals' September reports, increased by 90 per cent from 1981 to 1982.

Olga Amorin, a Grade 12 student at Toronto's Bickford Park High School, is typical of these students. To be eligible to take part in the program, she was required, by the end of Grade 11, to have a 70 per cent overall average, to have acquired twenty-three credits, to have been absent no more than seven times during a seven-month period, and to be recommended by her teachers.

In Grade 12 Olga attended school in the morning and worked in an office in the afternoon. She commented on her experience as follows: "I found my position as a receptionist interesting, challenging, and satisfying. It offered me a variety of duties and responsibilities and provided me with the opportunity to develop new skills and to gain a knowledge of the business world which cannot be obtained in the classroom."

The dynamic changes taking place in our economy and society increase dramatically the importance of the role that guidance programs play in the schools. For this reason the ministry is committed to improving the availability and effectiveness of student guidance programs. To this end, copies of the *Work and Employability Skills Program* have been sent to all secondary schools to assist them in preparing students for the transition from school to work or to post-secondary education.

A new guidance guideline for the Intermediate and Senior Divisions is being developed. It will be a consolidation and revision of the current guidance guidelines. A companion resource document for Grade 7 and 8 students is also being developed. It is entitled *One Step at a Time – Career and Occupational Explorations*. As well, the 1983 edition of *After 8?* was revised and distributed to the schools for use by Grade 8 students and their parents.

The Student Guidance Information Service has been greatly refined so that career-description and training-requirement printouts have a standardized format. In addition, the reading level of this information has been adjusted for use by younger (Grade 7, 8, and 9) students.

Telidon, using the SGIS data base, has been placed in pilot secondary schools across the province. This project will be evaluated on the basis of its cost effectiveness and impact during the 1983-84 school year.

Classroom teachers are being encouraged to use SGIS as a resource for relating their subjects to potential career and educational alternatives. *Using SGIS: A Handbook for Counsellors and Teachers* has also been revised and will accommodate all SGIS support materials, which will be packaged under one cover. All of the support materials have been edited. All Grade 7 and 8 students will receive a *Welcome to SGIS* booklet that will provide them with clear instructions on how to use SGIS throughout their school years. The booklet is brief, well illustrated, appealing, and appropriate to the needs of this young student group.

The Linkage program aligns the contents of selected secondary school subjects with the in-school components of apprenticeship and modular-training programs. Graduates of the program who continue their training in these occupations receive recognition for the learning that they have already achieved while in secondary school.

Over the past year the number of occupations included in the program increased to ten when "auto body repairer" was added. Sets of test questions for six of the most popular occupations were developed jointly by the Ministry of Colleges and Universities and the Ministry of Education and were distributed to participants in the program. In the 1982-83 school year, 20 500 secondary school students were registered in the Linkage program.

The microcomputer is a tool that has the potential to help us to provide a significantly improved education for all students, equally across the province, and to enable them to leave school as well-educated and productive members of an increasingly complex, information-oriented society. The Ministry of Education and the Ministry of Industry and Trade are co-operating in a joint program to bring high-quality microcomputers and educational software to Ontario's 1.8 million school children. In the first stage of the program, Ontario will purchase $10 million worth of educational computers from a new Canadian company that has been formed specifically to service the educational market. In succeeding years, Ontario will continue to provide grants to school boards for the purchase of microcomputers that satisfy functional requirements, as outlined by the Ministry of Education.

Ontario will also make available up to $5 million, in the form of developmental grants and the purchase of licences for use in Ontario schools, for the development of Canadian-produced electronic learning materials. It is the intent of the ministry to stimulate the development of a Canadian-based educational software industry to meet Ontario's need for high-quality classroom materials. The software stimulation program will rise to $10 million per year by 1986.

In formulating this policy, the ministry has had the advice of a twenty-two-person Provincial Advisory Committee on Computers in Education and a small internal task group. Six pilot schools have been in operation for two years to demonstrate the effectiveness of the technology and to assist in identifying the needs of teachers and students in respect of both hardware and software. The ministry has also initiated a program for the development of high-quality exemplar lessonware. Fifty-seven groups are now involved in the production of model software programs, which will be made available to all school boards beginning in the fall of 1983.

Computer studies guidelines have been revised to reflect the changing technology and the current needs of students. The new guidelines will facilitate the development of courses so that students may acquire computer literacy, as well as specific skills in computer technology, programming, and systems analysis and design.

The Education Amendment Act, 1980, commonly referred to as Bill 82, is now incorporated into the Education Act. Under the provisions of the Education Amendment Act, 1980, the Minister of Education was empowered to make regulations with respect to the administration of special education programs and services.

Ontario Regulations 274 and 554/81 have been filed, and copies have been circulated in English and French. Regulation 274 outlines the provisions with respect to the board planning process and the phasing-in of special education programs to ensure complete implementation by September 1, 1985. Ontario Regulation 554/81 outlines the requirements for the establishment of identification, placement, and review committees and for appeals at the school board level.

In the implementation of Bill 82, the experience gained from working with twenty-one school boards in a special education planning pilot project in 1980-81 was used to refine the ministry's implementation approach. In the 1981-82 phase each school board developed, in accordance with a provincial planning guide, a plan for the provision of comprehensive special education programs and services. The plan disclosed the methods by which and the times within which the board would comply with the requirements of the Education Amendment Act, 1980.

Each regional office of the ministry reviewed the plan of each school board in its region and informed each board of the strengths of its plan and of any areas that required further study and planning.

Each of the regions held a symposium in the fall of 1982 for board officials and chairpersons of special education advisory committees. Provincial feedback was provided from the ministry's review of boards' special education plans; implementation strategies were discussed; and the requirement in Regulation 274 that each board must conduct an annual review of its plan and submit to the minister any amendment to the plan was emphasized.

For 1982-83, the ministry issued *Guidelines for School Boards in the Annual Review and Amendment of the Plans for the Development of Comprehensive Programs and Services in Special Education*. These guidelines specified the areas of special education to be reviewed, the ministry's expectations of boards in their review and amendment process, and the format to be used in submitting the board's 1983 report.

Again, the ministry regional teams are reviewing each board's 1983 report. Matters requiring action by the boards are being identified.

The existing curriculum support documents for the gifted, children with learning disabilities, and children with behavioural exceptionalities are being significantly revised and extended, in both English and French, for the Primary, Junior, Intermediate, and Senior Divisions.

The following documents were made available in French as well as in English: *Education Programs in Government-Approved Facilities for the Care and Treatment of Children With Special Needs, Children With Moderate and Severe Intellectual Handicaps*, and *Music Is Special, Children Are Special*.

SERVICES FOR EDUCATION

In November 1982 *A Special Education Materials and Resources Handbook*, developed under contract by the University of Western Ontario, was distributed to every school board in the province. This comprehensive reference work is a compendium of materials and teacher aids that are useful to special education teachers. A similar handbook was developed under contract by the University of Ottawa and was distributed to every French-language instructional unit in the province.

The initial work has begun on the development of a special education information network to facilitate communication about special education resources, programs, and research. A computerized data base has been developed to provide easy access to information about learning materials. This data base is being refined and expanded for use in the fall of 1983.

During 1982 over 9000 teachers successfully completed additional qualifications in special education. A significant special education component has been included in the courses leading to the principals' qualifications, and a mandatory special education component has been developed for every student enrolled in a pre-service teacher education program in the province.

An interministerial committee representing the Ministry of Education and the Ministry of Community and Social Services, assisted by resource personnel from the Ontario Association for the Mentally Retarded, prepared guidelines for school boards on the admission of school-age developmentally handicapped persons currently enrolled in facilities licensed under the Day Nurseries Act of the Ministry of Community and Social Services. These guidelines assist each school board to prepare the plan it requires to meet its obligation for the education of these pupils by September 1985.

The Ministry of Education has been working with the Ministry of Community and Social Services to effect the phasing-out of MCSS involvement in the education of learning-disabled pupils as the Education Amendment Act, 1980 is phased in. An interministry Vocation Rehabilitation Services/ Learning Disabilities task group has developed and implemented plans to achieve this phasing-out in co-operation with school boards, parent groups, and the regional staff of the two ministries. VRS will accept no new applications after 1985.

P

The Provincial Schools Branch is responsible for the general planning, leadership, direction, and supervision of the direct educational services offered by the ministry to residents of the province for whom local provision is not made. The branch provides correspondence education services at the elementary and secondary school level; day and residential education programs in demonstration schools for the learning-disabled and in schools for the blind and the deaf; and educational programs in training schools, Developmental Centres Schools, and regional schools for nursing assistants. The branch also provides teacher education programs at the demonstration schools and at the schools for the blind and the deaf. As well, these schools serve as resource centres for local school boards offering programs for exceptional students.

C

During 1982-83 students registered in independent study programs offered by correspondence education submitted 535 000 assignments for evaluation. This is an increase of 18 per cent over the previous year.

While the instructional design and the delivery system of correspondence education is directed towards adults who require a flexible, self-paced program, it is also recognized that correspondence education supports local boards by providing day-school students with courses not available to them at their secondary schools. Beginning in September 1982, schools contracting to use the services of correspondence education were required to appoint a co-ordinator of independent studies. Regional workshops have been held to develop skills in the screening, placing, and monitoring of students.

In the first year of making correspondence education learning materials available for purchase, over 12 000 courses were sold. A number of boards have used these materials in local alternative schools for adults and drop-outs.

Seventeen new courses were developed, including a course in computer awareness with a hands-on component, a computer-managed law course, and a computer-managed electronics course designed for delivery in a small-school setting.

Toll-free lines and on-line inquiry terminals provide a prompt service to all Ontario residents. The new electronic communications system responds to over 500 calls per day. In February 1983 a teletutorial service was initiated. Students having difficulty in any course may call on Tuesday evening and speak with a tutor.

The correspondence education calendar provides information in the English and French languages about the correspondence courses and services offered to Ontario residents.

D

The Ministry of Education provides the services of three demonstration schools for Ontario children with severe learning disabilities. These schools include the Trillium School in Milton, Centre Jules Léger in Ottawa, and Sagonaska School in Belleville. Although the primary responsibility to provide appropriate educational programs for students with learning disabilities remains with school boards, the ministry recognizes that some students require a residential school setting. These demonstration schools were established to provide special residential education programs for students between the ages of five and twenty-one years. The activities associated with the residential components of the programs are designed to enhance the development of each student's academic and social skills. One of the basic objectives of each of these schools is to develop the abilities of the students enrolled to the point that they will be able to return to local programs operated by school boards.

Both the Trillium and the Sagonaska schools are operated directly by the Ministry of Education. The Trillium program has an enrolment of forty students, whose language of instruction is English. The Sagonaska program is designed to meet the needs of Anglophone students with specific language learning disabilities, and currently fifty-seven such students are enrolled.

The Centre Jules Leger is funded by the Ministry of Education under a contractual agreement with the Faculty of Education, University of Ottawa. The Faculty of Education is responsible for the delivery of the total program at the centre. The current enrolment of thirty-two Francophones includes mainly students with general learning disabilities and, as of September 1983, students who have been diagnosed as having a specific language learning disability (aphasia).

An in-service teacher education component is provided at each demonstration school. This service is designed so that methodologies and materials can be shared with locally operated programs.

The W. Ross Macdonald School in Brantford is one of the most modern schools for the blind in the world. It currently has an enrolment of 232 students. The school program, which provides a high standard of education tailored to the needs of blind students, prepares these students to live independently in an environment that is not artificially sheltered. The curriculum is based on the general programs developed for all students in the province and offers a full program from Grade 1 to secondary school graduation. A training program for teachers of the blind and the deaf-blind is provided at the school in association with the Faculty of Education, University of Western Ontario.

Comprehensive, personalized life-skills programs are designed to train students to function competently in many of the same work environments as non-handicapped persons. Concerted efforts are also being made to promote higher levels of educational and social integration of visually handicapped students within the community. In order that students may also continue to experience the benefits of a family setting, weekly transportation home is provided, where feasible. Students from Northern Ontario have the opportunity to travel home at least once a month for extended weekends.

Through workshops, seminars, special courses, and increased distribution of free, large-print textbooks to schools, the W. Ross Macdonald School has expanded its role as a provincial centre for the visually handicapped. The school is also assuming the co-ordinating role in providing audio and braille materials to school-age and post-secondary students throughout the province, and it offers professional services and guidance to other provincial ministries of education on an interprovincial, co-operative basis.

The W. Ross Macdonald School provides one of the leading programs in North America for multi-handicapped deaf-blind students. The program serves the province of Ontario and also offers education to deaf-blind students from British Columbia, Alberta, Saskatchewan, and Manitoba. There are currently forty-eight such students in the program. In March the school organized the first Canadian Conference on the Education and Development of Deaf-Blind Infants and Children, a most successful event attended by more than 200 participants from across Canada, the United States, and Europe.

The ministry operates three schools for the hearing-impaired: the Sir James Whitney School in Belleville, the Ernest C. Drury School in Milton, and the Robarts School in London. All three are regional resource centres for the hearing-impaired and provide a broad range of services to local school boards and agencies in addition to their programs for their own students. These services include audiological and psychological assessment, educational programming, consultation in support of local programs, preschool visits, family-counselling courses, and the provision of information to the public.

The Robarts School, with an enrolment of 83 residential and 61 day students, and the Ernest C. Drury School, with an enrolment of 115 residential and 229 day students, offer five-day-a-week residential programs, with all residential students returning home each weekend. The Sir James Whitney School, with 185 residential and 51 day students, provides a seven-day-a-week residential program throughout the school year, since the school serves the distant northern areas of the province. It makes provision for weekly trips home for more than half of its students; all students manage to return home every third week on the average.

These schools provide educational programming from Kindergarten to secondary school graduation, encompassing a comprehensive range of elementary, secondary, vocational, and occupational course options, in addition to the specialized teaching and training unique to hearing impairment. The unique and varied problems resulting from this handicap have always necessitated small groupings and personalized programming. Such programming is being continuously refined and extended to provide these children, wherever possible, with the same school experiences as those available to non-handicapped children. These include opportunities for integration at local schools; academic, vocational, and occupational classes in the provincial schools; and programs for those who are multihandicapped. Graduating students can be granted Ontario Secondary School Diplomas. Ongoing liaison with adjacent health facilities – the Chedoke-McMaster Family Services Centre in Hamilton, the Children's Psychiatric Research Institute in London, and Beechgrove Regional Children's Centre in Kingston – gives the schools considerable access to outside expert opinion and increases their capability to create programs for students with diverse and sometimes compound handicaps.

Thirteen graduates from the schools for the deaf were accepted last year at Gallaudet College, Washington, D.C., the only recognized liberal arts college for the deaf in the world; fifteen graduates entered other post-secondary programs; twenty-five graduates entered regular employment.

The Teacher Education Centre in Belleville provides a one-year post-graduate training program for certificated teachers and selected university graduates with hearing impairments. This program prepares trainees to work in schools and classes for the hearing-impaired. Eighteen trainees are currently enrolled at the centre. They will receive the Ontario Diploma in Deaf Education on the successful completion of their studies.

SERVICES FOR EDUCATION

D

There are currently some 830 students in the eleven Developmental Centres Schools located in residential facilities operated by the Ministry of Community and Social Services. These students are mentally retarded, developmentally handicapped, or emotionally disturbed; many are multihandicapped. Specially trained teachers work with multihandicapped retarded children who have hearing, visual, orthopaedic, and, in many cases, behavioural problems. Secondary school programs are offered in several schools where the need for them has been indicated.

The prime goal of the schools is to provide opportunities for each student to acquire the basic skills, knowledge, and attitudes that he/she needs for participation in society. Therefore, programs have been designed to encourage student participation in social and recreational activities in both the school and the community. Communication skills, motor skills, and life skills are included in all of these programs. The concept that these students can and should be integrated into the community is being increasingly accepted by members of the host communities, whose positive support of the programs has been encouraging.

Negotiations are ongoing with local school boards to have them assume responsibility for education programs in the Developmental Centres Schools within their jurisdictions. These programs would be funded under the general legislative grants regulation. One program, C.P.R.I. in London, was transferred last year, and it is expected that three more will be transferred by September 1, 1983, with the remaining eight transferred by September 1, 1985. These transfers fulfil the spirit of recent legislation and will facilitate staffing, supervision, and programming in these programs.

T

The four training schools located in Cobourg, Oakville, Simcoe, and Sudbury provide secure care and education to approximately 250 wards. These residential facilities are operated by the Ministry of Community and Social Services under the Training Schools Act, 1976.

Educational programs are operated on a co-operative basis within each school. These co-educational schools accommodate students from twelve to sixteen years of age who have, in most instances, been adjudicated delinquent by a provincial juvenile and family court.

The Oakville school provides secure detention and secure treatment in addition to secure care. The secure detention portion of the population includes those who have been charged with a recent act for which an adult would be liable to imprisonment for more than two years. The secure treatment population is composed of children who have been assessed as having a mental or emotional disorder. Full initial and continuing assessments are carried out to establish appropriate individual educational programs. Regular, remedial, and special education programs are provided both at the elementary and secondary school levels. The students generally have a behavioural exceptionality, although there are some learning-disabled students and some slow

learners. Along with the core subjects, students are provided with extensive vocational and life-skills courses. Close community liaison is provided for students returning to the school system.

The five regional schools for nursing assistants are located in Hamilton, London, Sudbury, Thunder Bay, and Toronto and have a total enrolment of 570 students. Classes begin in September and March and the schools function throughout the twelve months of the year.

The program is thirty-six weeks in length and provides theory in nursing, biology, and social sciences as well as planned clinical experience, which is supervised and evaluated by the registered nurse-teacher faculty. The clinical practicum is provided in a variety of community health-care settings. The curriculum guidelines reflect the Standards of Nursing Practice for Registered Nursing Assistants of the College of Nurses of Ontario. Graduates are recommended for admission to the provincial examination conducted by the college, which leads to initial registration and certification as nursing assistants.

The regional schools for nursing assistants are administered by the Ministry of Education and funded by the Ministry of Colleges and Universities.

During the 1982-83 fiscal year, the Ministry of Education made significant advances in three major areas dealing with French-language education. In January 1983 a Review and Evaluation Bulletin entitled *Elementary and Secondary French-Language Education in Ontario* was distributed. It contained a set of approved recommendations which the ministry intends to implement immediately. The Assistant Deputy Minister, Franco-Ontarian Education, will chair four standing ministry committees that will review and evaluate on a permanent basis all aspects of French-language education, including the allocation of funds.

In February 1983 the Minister of Education announced that in French-language schools five credits in français (including two in the Senior Division) and one credit in anglais/English will be required for diploma purposes.

On March 23, 1983, the government of Ontario released for discussion *A Proposal in Response to the Report of the Joint Committee on the Governance of French-Language Elementary and Secondary Schools*. The government proposal would, when implemented:

- recognize the right of every French-speaking student to an education in the French language;

- require boards of education under certain conditions to establish minority-language sections consisting of trustees elected by minority-language electors;
- enable the Minister of Education to take appropriate action when a school board does not accept the recommendations of the Languages of Instruction Commission of Ontario.

Under the proposal local school boards will be required, on the request of students or parents, either to offer French-language instruction in their own classes or schools or to provide for instruction through arrangements with other boards. The government will provide grants towards the cost of transportation or of board and lodging where these services are necessary.

The proposal calls for the addition of a section of at least four French-language trustees to boards of education that have at least 500 Francophone students or where the Francophone student population is at least 10 per cent of the board's total enrolment. If more than 10 per cent of the board's enrolment is Francophone, the panel would increase proportionally to a maximum of eight. These sections would be elected by French-language ratepayers and would be responsible for the French-language school programs and teaching.

The government believes that the proposal can also apply to separate school boards. It invites them to indicate on what basis the aspirations of the French-language members of their communities can be accommodated within the intent of the proposal.

The existing legislation permits a school board to establish classes or schools for the provision of French-language education. It requires a board to provide French-language instruction when requests to be taught in the French language are received from a specified number of students. The minimum number is twenty-five for elementary schools and twenty for secondary schools.

On September 30, 1982, there were in Ontario 289 elementary schools and 33 secondary schools in which French was the language of communication, administration, and instruction. In addition, there were thirty secondary schools that had a French-language instructional unit in which all or part of the curriculum was taught in French. Enrolment in French-language instructional units for the 1982-83 school year totalled 26 000 students at the secondary level and 67 600 at the elementary level.

It is standard practice in the Ministry of Education to ensure that the needs of French-speaking students are taken into consideration in the development of programs. Strong efforts are also made to produce French-language versions of all ministry documents, such as the Education Act, the regulations, and curriculum documents.

In 1982-83 the ministry continued to encourage boards of education operating mixed secondary schools to review the programs available to its minority-language students. Such reviews have resulted not only in an expansion of course offerings for students enrolled in such settings, but also in the establishment of two new French-language secondary school entities, each with its own French-speaking principal and personnel. The ministry will maintain its review activities with respect to the mixed secondary schools that continue to exist, in keeping with the wishes of the local population.

A student-council leadership seminar held entirely in French was offered again this year to French-speaking members of student councils of French-language instructional units at the secondary school level.

French-language programs of past years were maintained during the present year.

Research

The Research Branch is responsible for planning and administering educational research, for providing support services in the development of evaluation systems, for supporting the ministry's strategic-planning activities, and for operating the Information Centre of the ministry.

Priorities for educational research included studies dealing with microtechnology, special education, teacher's classroom practices, and the arts in the curriculum. Research on French as a second language focused on the method of implementation of such instruction in the schools. Research pertinent to the needs of the Francophone community was undertaken in the following areas: special education, Kindergarten, language development, and assessment instruments.

A continuing initiative of the branch in 1982 was the development of the Ontario Assessment Instrument Pool. Instruments dealing with anglais and français in the Junior Division, anglais, English, français, géographie, and mathematics in the Intermediate Division, and chemistry/chimie and physics/physique in the Senior Division were published. This project will ultimately provide a wide variety of thoroughly tested instruments and methods of assessment that will improve the evaluation of both student achievement and the educational programs being offered throughout the province.

An important part of the work of the Research Branch is its contribution to the ministry's strategic planning process. In this role the branch helps to anticipate future conditions and analyses long-term impacts on education in the province. As part of the ministry's initiatives in this area, a group of accomplished Canadians was formed in 1982 to assist the minister in studying the future of education. The branch provides a secretariat function for the minister's Futures Group.

The branch's Information Centre provides an extensive range of information services and products to the ministry. These include the selective dissemination of information, data-base design, and other services. Provision has also been made to make the ONTERIS (Ontario Education Resources Information System) data bases available to the public.

Management Information Systems

The Management Information Systems Branch manages, develops, and supports the Educational Computing Network of Ontario (ECNO), a co-operative distributed data-processing network. ECNO delivers to school boards economical data-processing services relating to finance, payroll, personnel, transportation, student-administration, and student-guidance information. During the year the ministry made available two on-line, interactive software applications – Financial Administration System and Student Administration System. In addition, the ministry's Student Guidance Information System (SGIS) was converted to run on local board computers. By the end of the year the addition of seven new boards will bring the total membership in ECNO to nineteen school boards. These board members provide computer services to some fifty-five smaller boards, reaching 70 per cent of the secondary students in the province.

SERVICES FOR EDUCATION

The branch is also the focal point for the collection and dissemination of all statistical information used for the operation, planning, and policy functions of the ministry. Education statistics are made available through periodic reports, regular publications, and other releases. To ensure that statistical standards are adhered to, the branch provides consultation on survey design and methodological strategies to regional office personnel conducting provincial reviews and to those engaged in contractual projects on behalf of the ministry.

The Communication Services Branch plans and operates communications programs for all ministry activities. These programs are aimed at keeping parents, students, educators, administrators, and the general public aware of ministry programs and policies.

A staff of five information officers dealt with more than 40 000 members of the public during the year, answering their written or telephoned questions relating to Ontario's educational system. Branch staff also answered inquiries from members of the Legislative Press Gallery and other media representatives from across the province.

The Education and You program, a series of fact sheets that explain various aspects of education in Ontario and that are available in French and English, continued to prove extremely popular throughout the year. The fact sheets, which were redesigned to provide more information, were again in high demand by educators for use at school open houses and parent-teacher meetings. They are also distributed through a network of more than 1500 outlets in factories, libraries, stores, and other locations across the province. During the year more than 1.5 million fact sheets were distributed through these outlets.

During the year exhibits were staged at educational conferences, seminars, and workshops. A major display was staged by the ministry at the Canadian Education Association's annual convention in Toronto. Ontario hosted the CEA convention last fall.

The ministry's Future Pod display at Ontario Place, a display of the classroom uses of computers, was judged by the public as the second most popular of all exhibits in the Future Pod pavilion.

The branch's print production unit, which is responsible for the design, editing, and printing of publications from all ministry branches, produced more than 105 documents during the year.

SPECIAL PROJECTS

L

The Learning Materials Development Plan and the French-Language Fund (Learning Materials) continued to provide funding to publishers, media producers, non-profit organizations, and individuals for the development and production of needed Canadian learning materials. To date, many different types of learning materials (books, kits, films, sound filmstrips, monographs, records, and an atlas for partially sighted children) have been produced in such diverse subject areas as the arts, special education, Canadian studies, multiculturalism, technological and business education, education of and about Native peoples, values, French as a first or second language, women's studies, Franco-Ontarian heritage, social studies, law, and mathematics.

Through the 1982 Learning Materials Development Plan competition thirty-five (twenty-six English-language and nine French-as-a-second-language) projects were funded for the development of print and non-print materials. The French-Language Fund competition provided funding for about twenty-six projects for Ontario students enrolled in French-language schools.

C

Circular 14, the annual publication listing all textual materials that have been reviewed and approved for use in Ontario schools, contained 132 new English-language and 73 new French-language titles in 1982. In selecting textual materials for use in a subject area, a school must choose from those listed in *Circular 14*, unless permission to use unlisted materials has been granted by the Minister of Education. Over 95 per cent of the materials currently listed in *Circular 14* are of Canadian authorship and manufacture.

B

Under the Book Purchase Plan each school and board office in the province has an opportunity to order sample copies of Canadian books listed for the first time in *Circular 14*. During 1982 schools and boards were provided with 248 117 copies of 189 titles under the plan.

SPECIAL PROJECTS

During the 1982-83 school year over 7300 Ontario students participated in exchange or travel programs designed to provide language and cultural enrichment. One hundred and twenty-seven Ontario students spent three months attending school in West Germany and seventy-four studied in France. One three-month exchange was arranged for thirteen students in the French-speaking canton of Geneva, Switzerland, and another was arranged for twenty-one students in Italy. Under the terms of these exchanges the foreign students live in the homes of their Ontario partners and attend Ontario schools. The Ontario students then travel to their foreign partners' homes and attend foreign schools.

A four-week German-language immersion course was offered to twenty Ontario secondary school students during the summer of 1982. The course was held in Kulmbach, Bavaria, with the last week spent in Berlin.

A three-month exchange with Quebec students was arranged for 127 Ontario students. A further 684 students participated in three- to five-day exchanges with Quebec students. Six hundred and forty students from French-language instructional units travelled to Quebec for short educational visits. Within Ontario arrangements were made for 341 students from French-language instructional units to participate in short-term exchanges between Ontario schools. In addition, over 5300 Ontario-Quebec student exchanges were arranged by the Bilingual Exchange Secretariat and Visites Interprovincial, now a merged, non-profit organization called the Society for Educational Visits and Exchanges in Canada (SEVEC). Partial funding assistance for these exchanges was provided by the ministry.

Three Ontario teachers exchanged places with teachers from Switzerland. A pilot program between Ontario and New Zealand is continuing. Also during the year twenty Ontario teachers travelled to the United Kingdom and five Ontario teachers travelled to the United States under educator-exchange programs co-ordinated by the League for the Exchange of Commonwealth Teachers and the Department of Education of the United States. These programs are conducted annually. There were forty Australian teachers on exchange in Ontario during the year, with the same number of Ontario teachers in Australia.

During the year fifteen Ontario teachers exchanged teaching assignments with teachers from other provinces. At a time of declining enrolment, when promotion and mobility are restricted, intraprovincial exchanges for teachers and administrators are being encouraged by the ministry.

SPECIAL PROJECTS

The Ontario Student Leadership Centre on Lake Couchiching, near Longford Mills, again hosted courses in student-leadership development, which ran from June to September. In 1982 there were nine courses in seven separate programs. All programs had full enrolment, and some received applications from more students than they could accept. More than 1450 students attended the centre. Programs are staffed by school board, university, and ministry personnel. In addition to the ministry programs, many youth and adult groups used the centre during May, September, and October.

Toronto has a concentration of provincially sponsored educational and cultural resources – the Ontario legislative buildings, the Ontario Science Centre, the McLaughlin Planetarium, the Royal Ontario Museum, the Art Gallery of Ontario, and Ontario Place – that make a visit to Toronto a valuable experience for any student. However, for students who live far from the city, the costs of such a visit can be high. Through the Ontario Young Travellers program, financial assistance is provided to students from Northern Ontario whose education might be enhanced by a visit to the provincial capital. The program is available to Grade 8, senior elementary, special education, and mixed Grade 7 and 8 classes, as well as for Grade 7 classes that are the last grade in an elementary school. The school must provide evidence that the visit is integrated with the school curriculum, outline follow-up activities, and provide assurance of adequate adult supervision.

The ministry provides assistance with the transportation costs from the school to the provincial capital. Some assistance is also provided to cover the cost of meals and accommodation for students who attend schools that are located more than 800 km from Toronto. During the year approximately 6025 students from Northern Ontario visited the provincial capital under the auspices of the Ontario Young Travellers program.

This national class-twinning program – initiated, financed, and administered by the Ministry of Education – is conducted in co-operation with the ministries of education of the other provinces (Quebec excepted) and the northern territories; it continues to provide young people with the opportunity to develop a sense of national pride. Through the exchange of correspondence and classroom projects, Ontario students gain a broader understanding of the multicultural character of Canada. During the year 441 Ontario classes were twinned with classes from other provinces.

The Ontario-Quebec Class Twinning Program is a correspondence program that provides opportunities for students at the elementary, secondary, and college levels to exchange ideas and information with similar students in the other province. Participation in the program increases learning about another region and the people who live there and can foster friendships between students of different communities. During the 1982-83 school year approximately 1400 Ontario students participated in this program.

The ministry's Experience Program in the area of summer employment is run in co-operation with the school boards. The boards are invited to submit applications for projects of an educational nature, such as monitoring or tutoring programs or the preparation of educational kits. Applications are considered on the basis of merit and geographic distribution. In 1982 the ministry approved 235 projects. Through grants from the ministry (the funds for which come from the Ontario Youth Secretariat) school boards hired 1539 students to work on their projects. An additional 86 students were employed by the ministry under the program.

This pr gram, co-ordinated by the Council of Ministers of Education, Canada, and financed by the federal Department of the Secretary of State, is designed to encourage bilingual post-secondary students who are attending a university or college in a province or area where their mother tongue is the second language to act as second-language teaching monitors to teachers of French or English as a second language. A total of 330 students at 17 Ontario universities and community colleges are being paid $3000 each to act as monitors in the schools of 39 Ontario boards. The students usually work with small conversation groups.

Of the 330 students, approximately 300 are French-speaking post-secondary students from across Canada who work with English-speaking students studying French as a second language. Thirty of the monitors are English-speaking university students from various parts of Canada who are helping French-speaking students with their study of the English language.

There are also ten full-time Francophone monitors in Ontario schools that are not close to a university centre. All are from Quebec. They work twenty-five hours a week with small groups of students: eight work under the direction of teachers of French as a second language, and two with the staff of French-language instructional units. Each monitor receives $7000.

SPECIAL PROJECTS

C

Each summer the ministry organizes two two-week seminars in Canadian studies for educators from Western Europe. These programs are offered in reciprocation for seminars that are open to Ontario educators in six European countries.

Candidates pay a nominal course fee; the ministry provides the staff and program organization; and the federal Department of External Affairs provides a generous living-allowance subsidy. The academic and cultural program includes lectures designed to give visiting educators an overview of Canada and our education system, numerous cultural excursions, and contact with Ontario educators.

S

Thirteen seminars in six Western European countries were open to Ontario educators. These programs, of two to four weeks' duration, include both academic and cultural activities designed to broaden an educator's knowledge of the country, its education system, politics, economics, history, culture, and arts, and in some cases to increase his/her language fluency. Some seminars are partially subsidized by the host country; others are fully subsidized and are offered at no cost to Ontario teachers.

L

The 1982 conference was held in St. John's, Newfoundland. Each province and territory was represented by a delegation of eighteen students, who dialogued on the topic "Launch Into the Deep". The Grade 12 students representing Ontario were selected by the ministry's regional offices.

E

The Special Projects Branch arranges for the hosting of Education Week. Education Week 1982 was co-operatively hosted by the Essex County Board of Education and the Essex County Roman Catholic Separate School Board. The opening ceremonies in Essex were attended by educators from the elementary, secondary, and post-secondary levels. "Growing Together" was the theme of Education Week 1982, and the celebration was intended to apply to learners of all ages.

P

The Ministry of Education and the Ministry of Colleges and Universities have advanced a proposal to the Ontario Bicentennial Cabinet Commission that their major project in celebration of the bicentennial be a history of Ontario booklet to be developed, printed, and distributed free to all students and teachers in the province.

The historian chosen for the project is Dr. Robert Choquette of the University of Ottawa. An advisory committee has been established and plans are being made to have the booklet distributed to the schools as early as possible in the fall of 1983. In this way teachers will be able to make maximum use of the booklet as a curriculum resource during the bicentennial year. Students will also be directed to take the booklet home so that it may be read by members of their families.

GRANTS

Details of the 1983 general legislative grants were released in March. Provincial grants to school boards for 1983 will total $2897 million, an increase of $157 million over the 1982 adjusted final allocation of $2740 million.

The new approach for funding special education programs and services introduced in 1982 was continued in 1983. The grants were based on a fixed-dollar amount per pupil, adjusted by the board's grant-weighting factor and then applied to the board's day-school average daily enrolment. The dollar amounts were increased in 1983 to $147 per pupil at the elementary level ($125 in 1982) and $106 at the secondary level ($90 in 1982). The per pupil amount for a trainable retarded pupil was increased from $3430 in 1982 to $3740 in 1983.

The declining enrolment provision introduced in 1981 was continued in 1983. Thus, the declines in enrolment experienced by a board between 1983 and 1982 and between 1982 and 1981 were recognized for grant assistance in 1983.

Changes to the funding of continuing education were introduced and became effective from September 1982. Funding was continued for heritage languages programs, driver education programs, secondary school credit courses, and adult basic education programs. Effective from January 1983, there was no direct provincial funding for general-interest courses. However, an improvement was made to a component of the weighting factors (i.e., dealing with small boards) to give grant assistance to certain boards in providing some community-oriented programs.

Funding for students in Grades 9 and 10 in the Roman Catholic separate schools was again increased.

The additional allowance to help boards replace technical and vocational equipment was continued.

Grants were improved for the teaching of French both as a first and as a second language. A start-up grant was made available to school boards to enable them to establish or expand immersion and extended French-as-a-second-language programs in the secondary schools.

The new funding mechanisms that were introduced in 1980 to encourage the provision of French-language education programs at the secondary level were continued for 1983.

The maximum ordinary expenditure per pupil recognized by the ministry for grant purposes was also increased. The ceiling for elementary school pupils was raised to $2171, up from $1972 in 1982. The ceiling for secondary school pupils was raised to $2978, up from $2718 in 1982. These basic grant-ceiling figures were adjusted upwards by weighting factors to give boards extra grants to compensate for unusually high costs related to the provision of certain programs and to local factors such as sparse population and the geographical location of the boards.

The amounts paid to school boards out of the Ministry of Education's general legislative grants varied from board to board, depending on the individual board's ability to raise revenues from local assessment.

In order to encourage school boards to keep increases in the local mill rate to the minimum in 1983, a mill-rate-guarantee grant was made available to school boards. If a board kept its 1983 increase in per pupil operating expenditure to 9 per cent or less, the grant would ensure that the board's mill-rate increase would also be held to 9 per cent or less.

The priority for the capital funding of projects providing school accommodation in new housing developments continued. Funds were made available for emergency projects involving health, fire safety, roofing, and heating-equipment replacements. The Ministry of Energy also assisted in providing school boards with funding to convert their heating systems from oil to other fuels.

LEGISLATION

Two education bills were approved by the legislature during the period covered by this report. Bill 46, An Act to Amend the Education Act, established the right of trustees and members of school boards to set their own allowances, provided for a three-year term of office for trustees, limited the kinds of subject matter that may be considered in camera by committees of a board (including a committee of the whole board), required that boards consider school closures only in accordance with established policies developed from ministerial guidelines, and made a variety of other essentially housekeeping changes to the act.

Bill 127, An Act to Amend the Municipality of Metropolitan Toronto Act, introduced new procedures for the handling of surpluses and deficits of boards of education in Metro and established the requirement that boards and teachers bargain jointly at each of the elementary and secondary panels for teachers' salaries and financial benefits and the method by which the number of teachers to be employed by a board is determined.

REGIONAL SERVICES DIVISION

The Regional Services Secretariat provides leadership in the development of policies related to implementation, assessment, and evaluation. In addition, the secretariat provides liaison services on behalf of the ministry and administrative support services for the division. The secretariat is also responsible for the co-ordination of activities related to school attendance, French-language consultative services, and the inspection of private schools.

In a very real sense the regional office staff are "the eyes and the ears" of the ministry, providing direct communication with the public and with the local school boards. Each of the ministry's six regional offices is responsible for the implementation of ministry policies by providing information on and clarification of these policies to school systems and by collaborating with local educational authorities to ensure that the policies are carried out. Each office also conducts reviews and evaluation activities by monitoring the effectiveness of provincial policies in practice and by assisting school boards to develop various means of evaluating and improving programs.

The regional staff promotes policy development by making recommendations to initiate policy changes and by participating in policy-framing committees and task forces. In areas where, because of low enrolment, school boards do not have their own supervisory staff, regional office personnel provide direct supervisory services. Four teams of seconded consultants provide French-language schools with direct consultative and development services. This program is completing a successful fourth year and will continue for another year.

Advisory Committees

The Ministry of Education continues to consult with a wide range of groups and organizations in the development of its policies and procedures. Much of this consultation is done through committees and councils that include representatives from the groups most affected.

M

The purpose of the Ministry of Education Advisory Council on Special Education is to assist the ministry in ensuring that its work in the area of special education is tailored to the specific needs in that field. Represented on the council are the Ontario Alliance for Children, the Council for Exceptional Children, the Ontario Council of Administrators of Special Education, the Ontario Advisory Council on the Physically Handicapped, the Ontario Psychological Association, the Ontario Catholic Supervisory Officers' Association, the Ontario Association of Education Administrative Officials, the Ontario School Trustees' Council, the Ontario Teachers' Federation, and the pediatricians of the Ontario Medical Association.

Ministerial Agencies and Commissions

In May, G. Rodger Allan, former chief executive officer of the Education Relations Commission, was appointed commissioner to investigate the provision of secondary education in small Northern Ontario secondary schools. As commissioner he was asked to examine the provision of secondary school programs by the Lake Superior Board of Education as well as other related matters such as the financing of small secondary schools, the governance of education in Northern Ontario, and the support services available for secondary school students. As commissioner he travelled extensively in Northern Ontario, meeting with school trustees, teachers, parent groups, and municipal councils. He submitted his report in March and, although it deals with schools in Northern Ontario, it was distributed to all school boards in the province for comment.

The following agencies and commissions, which report through the Ministry of Education, have tabled their annual reports before this assembly: the Teachers' Superannuation Commission, the Education Relations Commission, and the Ontario Institute for Studies in Education. The members were also provided with a copy of the annual reports of the Council for Franco-Ontarian Education and the Ontario Educational Services Corporation.

T

The Languages of Instruction Commission of Ontario was established in 1973 to help resolve conflicts between school boards and parents over the provision of educational programs in the language of the minority group, whether it be English or French. The commission meets monthly to consider matters referred to it by English-language or French-language advisory committees, including recommendations submitted by such committees, or, in the case of boards that have no formal committee to deal with such matters, by groups of ratepayers.

Since its inception the commission has been able to bring most issues referred to it to a satisfactory conclusion and continues to work on those that have not yet been resolved.

The School Management Committee was established in 1975 to act as the bargaining agent for the Ministries of Correctional Services, Education, and Health, all of which employed teachers. The decision to give provincially employed teachers the same bargaining rights as school-board-employed teachers have, under the School Boards and Teachers Collective Negotiations Act, 1975, necessitated the creation of the Provincial Schools Authority. The authority is the official employer of the provincial teachers and negotiates on behalf of the ministries with the organization established by the teachers to represent them. It has also dealt with problems arising out of the administration of the agreements reached.

The OESC was established in the latter part of 1980. Its goal is to enhance Ontario's position in international business by:

- supporting the private sector by facilitating the inclusion of educational or training components into international capital projects;
- undertaking educational activities directly;
- seeking government-to-government relationships that encourage contracts that involve education or training.

Mr. D.C. McGeachy of London, Ontario, was appointed chairman of the corporation's board.

The corporation is successfully competing internationally. Its initiatives, particularly in the Middle East, have achieved significant contracts for the private sector and the signing of government-to-government agreements and protocols covering education and police co-operation. One such agreement involving the Bahrain Ministry of Labour and Social Development is currently being finalized. Agreements of this nature will lead to the increased exporting of a wide range of government resources related to education and training.

PUBLICATIONS

This is a partial list of publications issued during the 1982-83 fiscal year.

C

Histoire des Franco-Ontariens, cycle supérieur, 1982 (French only)

C

Children With Moderate and Severe Intellectual Handicaps (French)

Classical Literature in Translation (French)

Clothing and Shelter, P3 (French)

Days to Celebrate (English)

Eating and Energy – A Part of Every Day, P2 (French)

Family Studies Resource List, Senior Division (English)

Focus on Writing (English)

Locality Studies (French)

Music, Senior Division, 1983

Musique: chants et jeux (French)

Musique, liste de ressources, cycles intermediaire et superieure, 1981 (French)

Partners in Action (English and French)

Planning and Implementing Classical Civilization Courses (French)

Transportation and Energy, P4 (French)

What Is Energy?, J5 (French)

Work and Employability Skills Program (French)

C

Adult Education: It's Never Too Late to Learn (English and French)

After 8?, 1983 (English and French)

Apprenticeship and You, 1983 (English and French)

Circular 14, 1983 (bilingual)

Circular 14A, 1982 (bilingual)

Circular 14B, 1982 (bilingual)

Correspondence Education, 1983-84 (bilingual)

Directory of Education, 1982-83 (bilingual)

Directory of Registered Private Vocational Schools, 1982 (English)

Directory of School Boards, 1982 (bilingual)

Education for Children With Special Needs (English and French)

Education in Elementary Schools Today (French)

Education Ontario (quarterly tabloid, English and French)

Education Statistics Ontario, 1981 (bilingual)

Employer's Guide (English)

French in Ontario Schools (English and French)

Helping Your Child Learn (English and French)

Horizons, 1983-84 (English)

Tour d'horizon, 1983-1984 (French)

POOR

QUALITY

ORIGINAL